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ABSTRACT

In response to area schools' requests, the Center for the Study of Migrant and Indian Education at Washington State College has compiled a set of guidelines for the recruitment, selection, preparation and utilization of teacher aides. The source for the guideline data was a Teacher Aide Training Program initiated in October of 1968, wherein 415 aides were given direct instruction. Specific topics in the guide include (1) rationale for employing teacher aides, (2) goals for teacher-aide training, (3) qualifications for teacher aides, (4) needs of migrant children, (5) cultural differences, and (6) suggested teacher-aide duties. Methods and techniques employed in the program are to be published at a later date. The informal findings indicate that the teacher aide is valuable not only to the teacher but also to the pupil, school, and community. (BD)

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UTILIZATION OF TEACHER AIDES

for

LIVING AND LEARNING TOGETHER

A SERVICE OF THE
CENTER for the STUDY of
MIGRANT and INDIAN
EDUCATION

P. O. Box 329
Toppenish, Wa. 98948

a project of
CENTRAL WASHINTON
STATE COLLEGE

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OFFICE OF EDUCATION

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UTILIZATION OF TEACHER AIDES

...a publication for those concerned with the recruitment, selection, preparation and utilization of teacher aides.

Compiled by

THE CENTER FOR

THE STUDY OF

MIGRANT AND INDIAN EDUCATION

Box 329

Toppenish, Washington 98948

February 1, 1970

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2-1-70

Dear Friends,

Since the inception of the Center for the Study of Migrant and Indian Education, April, 1968, we have felt the urgency of our mission.

We think in terms of children.... children who need encouragement, understanding and a chance to make a choice of life's vocations.

Migrant and Indian children often drop out of school before they have the necessary academic skills to make suitable vocational selection. The lack of schooling automatically condemns them to reassignment in the "Migrant Stream," or to similar types of work.

The reasons children drop out of school are complex. The Center is devoted to the task of defining some of the causative agents and helping correct the conditions that are responsible for the sky rocketing drop out rates.

Our research has led us to believe that the classroom teacher's time is eroded by many tasks which could be performed by non-professionals, thus freeing the teacher to devote more time to individual student needs and to actively pursue professional growth experiences..

Therefore, one function of the Center, at schools' requests, is to prepare Teacher aides so they may serve students, teachers and the community.

This book is dedicated to the children who need us.

Sincerely,

Willson T. Maynard

Willson T. Maynard,
Director,
The Center for the Study of Midgrant
and Indian Education.

FORWARD

The need for a compilation of current thought regarding the selection, training and utilization of Teacher Aides has been apparent since the Center for the Study of Migrant and Indian Education, embarked on a training program in October, 1968.

The result of research, contacts with schools in the State who were employing aides, and as a result of the experience gained in the actual training of aides for requesting schools, the Teacher Aides Training Component of the Center has compiled this publication.

We wish to acknowledge the assistance and encouragement we have received on this project from the State Department of Education, Migrant Division; Central Washington State College, Department of Education and the Department of Research and Development; staffs of the schools in the area; the encouragement of administrators, teachers and aides. In addition, the Center staff members have contributed ideas, experience and time to this project.

Your comments and suggestions will be appreciated.

Aris A. Diaz

Aris Diaz
Coordinator, Special Services

2-1-70

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State of Washington
SUPERINTENDENT OF PUBLIC INSTRUCTION
Olympia
June 16, 1967

BULLETIN NO: 113-67

To: School Administrators
Private Schools
Community Colleges
Teacher Education Institutions
School Directors

From: Louis Bruno, State Superintendent of Public Instruction

Re: Recommendations of the State Board of Education for the Employment and Utilization of School Service Aides and Instructional Assistants

STATE BOARD
of EDUCATION
RECOMMENDS

We share the concern of the State Board of Education that school service aides and instructional assistants be used wisely. We urge that school directors and administrators develop and follow sound personnel policies consistent with the recommendations of the State Board of Education.

Qualified aides and assistants must in all instances be in addition to the professional personnel who are directly responsible be each group of children. It is important, especially, that aides and assistants be used to strengthen the programs of instruction by performing under the direct supervision of teachers.

Faithful adherence to the State Board's recommendations by all school directors, administrators, and teachers, should result in improvement in the quality of education provided for the children of the state.

Wendell C. Allen
Assistant Superintendent for
Teacher Education and Certification

WCA:dr

INTRODUCTION

In its continuing task of improving educational opportunities for all of its citizens, the Washington State Department of Education, under Title I funding, established the CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION, April, 1968. The Center is a project of Central Washington State College and is located at Toppenish, Washington, on land leased from the Yakima Indian Nation, 56 miles south of the main campus.

THE CENTER was conceived to work closely with local school districts to serve migrant and Indian children. One of the first requests of the Center from local school districts was to establish a training program for teacher aides* germane to migrant and Indian education.

*In this publication, the terms, "teacher aide"and "paraprofessional" are synonymous

The Center initiated a training program in October, 1968, in which four hundred fifteen teacher aides have participated in special classes. To further service the needs of local schools, the Center sponsored other in-service and summer workshops involving 14 school districts in the Yakima Valley.

SCHOOL DISTRICTS expressed a need for a handbook on "The Utilization of Teacher Aides." THE CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION believes this publication will assist school districts formulate their own plan for the utilization of teacher aides.

Two other handbooks concerning teacher aides are planned:

"Training Program and Guide"

"Handbook for Aides"

CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION

TRAINS TEACHER AIDES

NEED FOR PUBLICATION

The Center's program for preparing teacher aides is in a pilot phase. This handbook was developed as a result of the on-going program and will be revised when a need for change is indicated.

...Center personnel presents initial plans for Teacher Aide program.

RATIONALE FOR

EMPLOYING TEACHER AIDES

Many educators express the opinion that the job of today's teachers has become unrealistic and unmanageable. George Denemark, Dean, School of Education, University of Wisconsin-Milwaukee pointed out the need to remedy the situation when he stated in the NEA Journal:

> ...creative, competent teachers will find themselves hopelessly bogged down in technical and clerical duties which could be performed by others... potentially outstanding teachers are growing discouraged over their inability to find the time and energy to be educators rather then technicians. And thousands of promising college students are turning away from careers in teaching. (4:17)

One study indicated that 26% to 69% of the teacher's day is occupied with helping students clean up work areas, managing room libraries, typing, duplicating mass communications, and other chores. A SERIOUS PROBLEM facing school systems is the matter of providing effective instruction for low achieving students. In the case of rural school districts these students fall into minority, ethnic and cultural groups, groups of a variety of socio-economic status, or groups with problems unique to migratory families. Language differences, too, often hamper learning experiences. These families frequently face prejudice and discrimination both in and out of the school environment.

ESSENTIALLY, THEN, the problem seems to resolve itself into three critical areas:

1. Low student achievement.
2. Limited teacher time for students.
3. School may provide a hostile and

RATIONALE:

WHY HIRE TEACHER AIDES?

TEACHERS BURDENED WITH WORK

unsuitable cultural environment for the student.

ATTEMPTS TO SOLVE these problems are not new. Historically school systems have used volunteer workers to assist teachers and other school personnel. These helpers were sometimes mothers or older children. In a New England study of teacher aides we find that, "...sixty years ago, mothers were taking turns bringing noon lunches to rural schools and helping teachers supervise children as they ate and enjoyed their midday recreation." (5:7)

THE IMPACT OF SOCIAL changes on the educational system has been such that the old concept of using volunteers to meet the need for supplemental aid to teachers is no longer sufficient. With the enactment in 1965 of the Elementary and Secondary Education Act, the way was open for educators to finance a program to employ, prepare and utilize teacher aides.

BREAKTHROUGH!

THE ELEMENTARY AND SECONDARY ACT OF 1965

In an August, 1968 article for Nation's Schools, S. K. Alexander of the U. S. Office of Education stated:

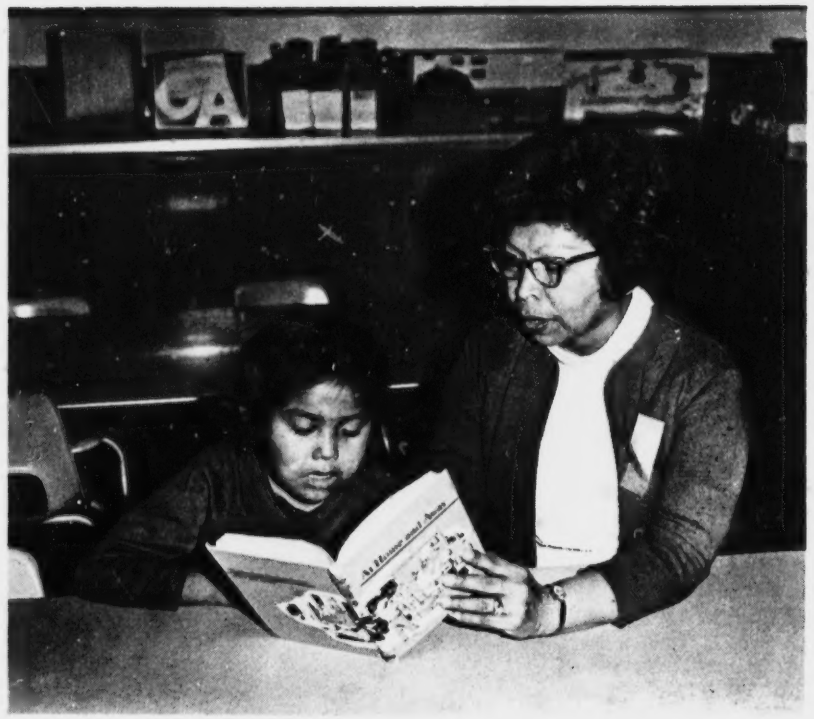
> Nearly half the teacher aide programs now operating in large public schools are less than three years old. Using a sample of large school districts, a recent report found that forty percent of all teacher aide programs were started in the 1965-66 school year and thirty-six percent between 1969 and 1964. Because of the comparative recency of the use of teacher aides, their function in our educational system is ill-defined. (2:23)

An analysis of the expected teacher duties reveal that different levels of skill are needed. some require professional knowledge of high order, while other duties require skills technical or routine in nature.

While all these skills contribute to the education of children, it is obvious that some could be carried out satisfactorily by someone other than the professional teacher.

RELEGATING DUTIES to aides, under the supervision of certified personnel, will not only allow teachers to concentrate on vital areas of individualized instruction but will act to serve another purpose as well.

Employment of aides from the local community can result in an enrichment of instruction. At the same time, they provide an effective means of communication with local citizens. The problem of school communication is a continuous concern or school board members and administrators.



...teacher aide works as home visitor and individually with children.

SCHOOL, COMMUNITY COMMUNICATION

THE WASHINGTON State Board of Education recommends the involvement of community people as salaried aides in Washington's schools. In a bulletin dated September 5, 1968, and directed to all County, Intermediate, and District Superintendents, School Principals, and Teacher Education Institutions, it was suggested that the

New York State Education Department's philosophy of hiring teacher aides be accepted:

> ...even if there were no need for jobs for the unemployed and the underemployed, the inclusion of persons of widely differing skills, training, work experience, socio-economic background, and life histories on the team may be of distinct benefit to the learner. Particularly in economically disadvantaged areas, the involvement of parents from the community both on school boards and as employees, may have real meaning for the quality of education.

THEREFORE, the addition of teacher aides will provide the teacher with added time to individualize instruction, evaluate pupil progress, initiate new programs of study, counsel pupils and provide for effective interaction with members of the local community.

WITH THESE ADVANTAGES IN MIND, it is proposed that teacher aides be identified in terms of a person who contributes to the teaching process. As aides gain experience, their duties can be extended.

The learning process of the aide enables her to establish awareness of the goals of education which she can effectively transmit to other members of the community. In this regard, the State Education of New York stated:

> In economically depressed areas, the employment of low-income auxiliaries from the neighborhood is crucial to establish a link between the school and the community. In more affluent areas, the low-income auxiliary may help to broaden the child's vision of the world and its people, by providing contact with someone of a different background. (9:4)

GOALS

Goals of the Center for the Study of Migrant and Indian Education, Teacher Aide component are:

1. To work cooperatively with individuals, organizations, institutions, and agencies and assist them with leadership and materials for planning, implementing and developing teacher aide programs.

2. To provide for the instruction and in-service preparation of teacher aides.

3. To maintain a library of relevant information.

4. To encourage the evaluation of teacher aide programs and to assist with the assessment.

5. To communicate knowledges and practices which develop from teacher aide programs and assist with leadership and materials for implementing and developing them.

6. To facilitate change in aide programs based upon research and evaluation.

OBJECTIVES

The objectives of the Center for the Study of Migrant and Indian Education's program for teacher aides can be stated as follows:

To provide a preparation program for teacher aides which will:

1. **Allow greater opportunity for individualized instruction.**
2. **Free teachers from routine clerical, monitorial and supervisory duties.**
3. **Provide for improved home-child-teachers communication and understanding.**
4. **Improve the relationship between students and the teachers.**
5. **Provide a more meaningful learning environment.**

CENTER'S TRAINING PROGRAM OBJECTIVES

A WORD TO ADMINISTRATORS

It is important that school districts carefully develop criteria for the selection and assignment of teacher aides. These paraprofessionals or teacher aides are people with varied amounts of education assisting teachers in discharging professional duties in a more proficient and effective manner. While many teachers are enthusiastic at the promise of help, others are apprehensive. In many cases, both administrators and teachers are anxious and concerned about the way in which aides will function. The Center has found that the two most common objections to the use of aides are:

(1) Aides may infringe on the traditional relationship between students and teachers.

(2) Aides require teacher supervision.

THESE SHORTCOMINGS, often repeated a few years ago, are less seldom heard today, as more and more school systems are finding that aide programs hold tremendous potential for helping to improve the educational program.

When administrators need to allay teacher's apprehensions regarding the introduction of aides in the classroom, and to help teachers understand the importance of this educational innovation, it is recommended that a frank discussion of the issue involved be initiated. As mentioned earlier in this booklet, the teacher should be involved in preliminary planning. (1:19-20)

TO ADMINISTRATORS

TEACHERS' APPREHENSIONS

Major determining factors in the selection of aides should be consideration of the amount and degree of responsibility aides will have as well as levels and areas of assignment. Vital considerations will be in selection, preparation, assignment and involvement as a staff member. Each phase is of singular importance in successful operation of the aide program. THE JOB OF THE supervisional aide who works with small and large groups of students, demands a person with maturity and diplomacy. The clerical aide demands accuracy and attention to detail. It would be difficult to hire people with skills and abilities in all areas of performance; hence, proficiency standards are determined by the nature of the job they will perform. These are usually formulated and applied at local level.

GENERAL SERVICE CATEGORIES

Frequently identified categories of general service are:

Primary Classroom

Intermediate Classroom

Elementary Music and Art

Instructional Material or Learning Resource Center

Library

Secondary, in specific subject area

Community Aide

Clerical

GENERAL QUALIFICATIONS

The following is a list of qualities that might be considered generally in the selection of teacher aides:

Educational background (formal and other)

Ability to communicate (voice and facility of language as well as serving as a reasonably good model in language)

Personal appearance (neatness, appropriateness)

Enthusiasm, friendliness

Interest and understanding of children

Experience working with children, Head Start, summer camp, babysitting

General good health

Attitude and willingness to cooperate and work as part of a team

Special skills and aptitudes

Punctuality

DESIRED QUALITIES

In view of the foregoing, much consideration should be given to the staff member or members with whom the aide will be working. Compatibility is essential to team efforts directed toward common goals. An aide should never be placed with a teacher who does not want her.

MORE SPECIFICALLY, the following selection and recruitment procedures of teacher aides are recommended by the Educational Service Bureau, and endorsed by the Center.

OTHER STANDARDS

1. Aides may be persons residing in in the neighborhood of the school in which they work, or they may be individuals hired without regard to their background, or residence.

2. Each aide should have proper qualifications for the particular job for which he is hired.

3. That the application must

meet the health requirements of the state and of the district for positions involving contacts with children and youth.

4. That the applicant must appear to possess traits and characteristics deemed necessary for wholesome and helpful relationships with children and youth.

5. That the applicant must be willing to abide by the rules of the schools.

6. That selection procedures place heavy emphasis upon interviews, simple role playing procedures, and observations of applicant in action with children (if possible).

7. That special efforts be made to recruit male aides so as to provide a role model with which male pupils may identify and to balance the heavy representation of females in the schools.

8. That parents of children enrolled in the schools be sought out to help make the style of life in home and school in harmony.

9. That high school students be involved in a work-study program which will lead to a diploma and also qualify them for employment as aides in the human services (education, health, social services, corrections) after graduation, i.e. a new type of vocational training.

10. That school secretaries who have an interest in a more direct involvement in the learning-teaching process be recruited for positions at a level where salaries would be comparable with those which secretaries command.

SELECTION PROCEDURES

11. That the applicant must be literate but that there are no academic requirements at the service aide level. The question is sometimes raised as to whether the person who does not speak standard English will be a poor speech model for the child. Opinions vary but there is wide support for the contentions that human interaction is more important in learning than didactic instruction.

SPEECH MODEL

However, the grade level and the type of function to be performed should be taken into consideration in the decision as to academic requirements. (1:36+; 11)

...administrators become involved in teacher-teacher aide workshops.

STATE BOARD

OF EDUCATION RECOMMENDATIONS

Local school policy affecting the qualifications, assignments and supervision, in-service training and encouragement of professional preparation should follow the general recommendations of Washington Departmen of Education, published in 1968. (6:2)

State of Washington

SUPERINTENDENT OF PUBLIC INSTRUCTION

Olympia

June 14, 1967

RECOMMENDATIONS OF THE STATE BOARD OF EDUCATION FOR THE EMPLOYMENT AND UTILIZATION OF SCHOOL SERVICE AIDES AND INSTRUCTIONAL ASSISTANTS

Background

Recent information indicates that the use of auxiliary personnel, service aides and instructional assistants, is widespread in Washington schools. More than 2,500 people are now employed in these categories; nearly all of the school districts with more than 1,000 students utilize aides and assistants in some capacity.

THE INTRODUCTION OF NEW TYPES of personnel in the schools should have a positive influence on the quality of education provided to children. The State Board is concerned that these additional persons be used wisely and that school organizations establish appropriate policies to ensure wise usage. These policies should include attention to selection; the nature of assignments, including time and compensation; supervision; relationships with professional personnel; in-service preparation; as well as the recommendations given later in this document.

At this time, the Board thinks that certification regulations should not be established for auxiliary personnel. The

STATE GUIDE LINES

presence of aides and assistants is new and undoubtedly results in some changes in staff utilization in many schools. Accordingly, the State Board of Education recommends as follows:

Definitions

A (school) service aide is a person who works directly under supervision on tasks which are primarily of a routine or noninstructional nature. An instructional assistant is a person who assists in instruction under the supervision of certified personnel. The term teacher refers to all certified personnel who are responsible for instruction, for instructional services, or for student personnel services in the school.

Recommendations

Employing schools are urged to establish personnel policies, standards and procedures for selecting and employing service aides and instructional assistants. The recommendations which follow are intended to assist school authorities.

DEFINITIONS

QUALIFICATIONS

1. Qualifications

Service aides and instructional assistants should meet the health qualifications required of teachers. Service aides should have as a minimum the general education equivalence of high school graduation. Instructional assistants should have as a minimum the general education equivalence of the baccalaureate degree. Aides and assistants should be able to perform adequately in reading, writing, speaking and computing, as demonstrated by appropriate examinations. Aides and assistants should have a general understanding of the purposes and organization of public education.

ASSIGNMENTS

2. Assignment and Supervision

Personnel policies of school organizations should make it clear that aides and assistants are to be employed to help teachers provide better instructional services to students. Personnel policies should provide that aides and assistants are not employed to relieve teachers of their

teaching responsibilities nor to change the overall student-to-teacher ratio in a school. The work assignment of an aide or an assistant should be so defined that it is clear to which certificated person the aide or assistant is responsible at all times. Aides and assistants should be assigned with respect to their interests and qualifications. Certificated personnel should periodically review and evaluate the proficiency of aides and assistants. Teachers to whom aides and assistants are assigned should have key roles in this process. Aides and assistants should not be used as substitute teachers. Only certificated teachers are to be responsible for instructional programs.

RESPONSIBLE TO CERTIFIED PERSONNEL

3. In-service Training

The school system should provide aides or assistants with training which includes actual practice in the operational skills required of them as a result of their assignments. Specialized competencies required of aides or assistants should be developed through in-service training programs. Professional organizations are encouraged to sponsor meetings for aides and assistants so that they may become better able to serve in the schools. Colleges, school organizations and professional associations should establish in-service preparation programs which will help teachers work with aides and assistants easily and effectively.

4. Encouragement of Professional Preparation

Opportunities for aides to become assistants and assistants to become fully qualified teachers should be provided. Schools, colleges, and professional associations are encouraged to develop appropriate work-study programs for these people.

TRAINING

SCHOOL POLICY

School districts which have not formulated policy or job descriptions regarding recruitment, title definition, training, placement procedure, utilization and evaluation of their teacher aides, might consider the feasibility of doing so. Most teachers would consider it part of their professional duties to be part of a policy formulating and job description team.

This active involvement of teachers in helping to define the boundaries of a teacher aide job, will give teachers a more meaningful insight into the rationale for hiring aides. Since teachers are in direct contact with aides, and utilize their services extensively, it follows logically that teachers are a primary source of information pertaining to the most judicious use of aides for total school benefit. **(7:1-2)**

...use of language games is reviewed by Center personnel, administrator, and aides.

DEFINITION OF

TERM, "TEACHER AIDE"

Not only is the function of teacher aides ill-defined, but the very definition of the term has come under question.

Ambiguity of position titles has resulted from the relative newness of the teacher aide concept. Many schools employing teacher aides have coined definitions which seem to describe a teacher aide by a certain level of occupational competency. Other schools refer to their teacher aides under a singular position title which does not distinguish between any area of particular specialization or duties to be performed. Some of these titles are:

Teacher aide	Apprentice
Paraprofessional	Service aide
Non-teacher	Volunteer
Non-professional	Instructional aide
Auxiliary aide, helper	Clerical aide
School helper	Library aide
Trainee	Playground aide
Assistant	Building aide

CENTER'S DEFINITION: TEACHER AIDE

THE CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION uses the title, "Teacher Aide" to encompass all the above names.

The above, refer to those uncertified aides who assist classroom teachers and other professional school personnel. Glovinsky and Johns present a definition of a paraprofessional which is synonymous with the Center's definition of a Teacher Aide.

> A paraprofessional is defined as a person who has less than the required or expected level of education or training, but who is performing duties usually performed by the professional under the direct supervision of the certified person.
>
> A paraprofessional may be a paid or volunteer worker. He may be assigned to assist a teacher,

counselor, librarian, or administrator (school-community agent). He may provide general school aid which cuts across rigid position description. In short, a paraprofessional may work in the school or community on tasks, usually performed by the professional or not performed at all. (2:24)

...aides devise bulletin boards.

...care and use of audiovisual equipment is focus of many Center training sessions.

...teacher aides often work with children to produce cultural awareness programs.

NEEDS

With additional time to devote to truly instructional tasks, the teacher may more readily assist children fulfill their needs and achieve their individual potential. The special needs of migrant children have been isolated and defined. The Center concurs with the following compilation. (3:4)

1. Equal Opportunity - Migrant children, youth and adults need educational programs which offer them the same opportunity for maximum development that is available to any other group.

2. Continuity in the Educational Program - Schools which educate migrant children and youth need to improve cooperative planning communication for greater continuity in their education.

3. Mastery of English - Schools should provide systematic instruction in the English language, both for children and youth who speak a different language and for those who speak non-standard English.

4. Sufficient Specialized Personnel - Fundamental to a good program is a sufficient number of teachers and other personnel trained in the special requirements of the recommended program.

5. Adequate Facilities and Equipment- Schools in the migrant areas should be supplied with the facilities and equipment needed for the recommended program.

6. Attitudes Favorable to Success - Migrant farm families need educational experiences designed to develop and strengthen self-confidence and self-direction.

7. Vocational Guidance and Education- School programs should lead directly to improved vocational opportunities for members of migrant families.

8. Individualized Learning Programs- School programs for migrant children and youth should be based on their special needs.

9. Broadening Background and Interests - Migrant families need compensatory experiences and activities designed to develop understandings, interests, and expressive ability.

10. Secondary Education - All Migrant youth should be encouraged to obtain a high school education. Secondary programs should be studied and revised to provide more meaningful courses and to arrange better transfer of credits earned.

11. Kindergarten and Pre-School Programs - Young children of migrant families should have opportunities to attend kindergarten and pre-school programs.

12. Better Living - School programs should assist migrant families in dealing with problems of daily living under camp conditions and to develop the skills and knowledge needed for better living.

13. Relevance and Meaning - Educational programs should be directly and immediately related to the experiences, needs, and goals of migrant people.

14. Identification and Citizenship - Educational programs should be planned to help migrant families identify with the community and with the country as participating citizens.

15. Adult Education - Programs of adult education should be available to migrant families.

16. Flexibility in Educational Arrangements - New ways of organizing and implementing educational programs should be developed.

17. Cultural Background - Migrant families have a rich heritage from which many curricular experiences may be drawn for all children. An appreciation of their culture should improve the self-concept of migrant children and their families.

FLEXIBLE EDUCATION NEEDED

CULTURAL DIFFERENCES

AND THE TEACHER AIDE

Especially pertinent to the Yakima Valley is the utilization of the bilingual aide who may help bridge the gap between Mexican-American and Indian culture and standard school expectations for students.

Cultural differences are not new in American education. Today's ethnic minority groups have some of the same problems previous large groups of European immigrants had. Added to these problems are those arising from differences of aspiration perspective of today's migrants. Personal interests, attitudes, values, and the feelings that school achievement is inconsistent with their respective cultural backgrounds are much in evidence among migrants.

Today's school is often irrelevant to the migrant personal goals.

CULTURAL DIFFERENCES

In "The Handbook for Paraprofessionals in Migrant Education," the need for positive self-image is discussed. (8:3)

> **A second factor to be considered in selecting paraprofessional aides for migrant children is the need for the development of a positive self-image by each child. The socio-economic disparity between migrant and non-migrant children tends to make the migrant child feel inadequate. His frequent moving, coupled with the lack of educational continuity among schools along the migrant stream, usually results in the migrant child falling behind his age group and grade level. To help the child compensate for his feelings of inadequacy and inferiority requires the empathetic understanding of a caring, compassionate individual who not only speaks the child's language, but is familiar with his problems. An aide's shortcomings in formal education may be of lesser importance than his ability to offer the child strong emotional support or ready identification. (Wolman and Shelley, 1967) (10:34)**

NEED FOR SELF-IMAGE

SUGGESTED DUTIES THE TEACHER AIDE MAY PERFORM

The premise upon which the teacher aide program was developed was to free teachers from routine tasks so that they might devote more time to attending to educational needs of students. These tasks may be categorized as teacher assisting.

I. Collecting
   1. Lunch and milk money
   2. Books and materials for instruction.
   3. Realia and pictures
   4. Money for charity drives, pictures, etc.
   5. Special materials for science or other projects

II. Correcting
   1. Tests
   2. Homework assignments
   3. Proofreading

III. Distributing
   1. Books and supplies
   2. Specific materials for lessons
   3. Checking out library books

IV. Procuring
   1. A.V. materials and Instructional materials
   2. Supplies
   3. Sending for free and inexpensive materials
   4. Papers for work folders of each student
   5. Pupils' work for display
   6. Introduction to A.V. materials that give children instructions for viewing

V. Clerical activities
   1. Cumulative records

SPECIFIC TASKS AIDES OFTEN PERFORM

2. Attendance records
3. Entering grades for teachers
4. Report cards
5. Reading record of children
6. Inventorying non-consumable materials.
7. Typing correspondence to parents
8. Typing and duplicating mass communications
9. Typing and duplicating and collecting instructional materials.
10. Typing class newspaper
11. Typing children's work
12. Typing plays and skits
13. Phoning for resource speakers
14. Phoning for absentees
15. Filing correspondence in P R C's
16. School and county reports

VI. Supervision
1. Playground, cafeteria, buses
2. Rainy day games
3. Work areas for special projects
4. Clean-up
5. Intramural athletic program
6. Library
7. Seatwork
8. Field trips
9. Club meetings
10. Committees
11. Settling disputes

VII. Miscellaneous
1. Housekeeping chores
2. Childrens' clothing
3. Weighing, measuring and eye testing.
4. First aid
5. Taking child to doctor or hospital

6. Conferring with teacher and principal
7. Interviewing children

VIII. Classroom Activities

1. Bulletin Boards
2. Learning corners
3. Seat chart arrangement
4. Developing techniques and materials to meet individual needs
5. Teaching small groups about a simple skill
6. Tutoring
7. Helping absentees on work missed
8. Listening to oral reading
9. Safety instructions
10. Teaching good manners
11. Reading and storytelling
12. Plays and programs
13. Previewing films and other A.V. materials

WORD TO TEACHERS

Teachers who wish to use the full spectrum of the aide's capabilities, must exercise special qualities of understanding, tolerance and regard for the individual worth of the aides. Because the active, cooperative use of aides will give teachers more time to approach teaching in a creative manner, teachers might plan to display special leadership qualities that are calculated to elicit wanted responses from the aides. For instance, teachers will set the tenor of the classroom and establish the environment in which teachers, aides and students will spend each day.

There are other suggested approaches most teachers will be interested in using with teacher aides:

TEACHER'S PERSONAL APPROACH TO AIDES

1. Praise in public. It raises self-confidence and morale.
2. Be consistent.
3. Use suggestions and requests rather than commands and orders.
4. Avoid domination when possible. Although your judgment is final, domination can squelch initiative.
5. Reprove only when necessary; and then in private. You will instill a desire to do better, rather than humiliate.
6. Criticize constructively; get all the facts; suggest a constructive course of action.
7. Ask aides for their opinions and reactions when it is feasible.
8. Show that you have confidence in your aide and that you expect her to

SET THE CLASSROOM STYLE

do her best.

9. You set the style for your aide; ie, habits, carelessness, tardiness, etc.

10. Play up the positive, build her self-respect rather than tear it down.

11. Show an interest and appreciation in her efforts whenever possible. Give credit where credit is due.

When possible, discuss your plans with your aide. It will give her an important sense of participation and responsibility. She may be able to help.

13. Delegate specific responsibility to the aide so that she will know what is expected of her.

14. Give your aide goals, a sense of direction, and something to strive for and to achieve.

15. Keep your aide informed on matters concerning her and give her an opportunity to take part in decisions, particularly those affecting her.

16. Use every opportunity to build a sense of the importance of her work.

17. Establish rapport. Only then, are you able to have a genuine feeling for common ground.

18. Be a good listener. Know your aide and her worries, personality, pet prides, sensitive areas, hobbies, talents and interests.

19. Help your aide with self-evaluation bolster her weak points, clear up misunderstandings.

20. When you are wrong admit it; you will gain respect for your honesty.

GIVE YOUR AIDE GOALS

INFORMAL FINDINGS

The Center for the Study of Migrant and Indian Education initiated a Teacher Aide Training Program, October, 1968, and has provided direct instruction to 415 aides. Methods used and techniques employed in this training program will be made available in a future publication.

School districts of the Yakima Valley which have utilized the Center's teacher's aide training program have come to an informal listing of improvements due to, at least in part, the employment of trained teacher's aides.

Noted improvements:

STUDENTS:

1. A positive change exists in the attitudes of students. Feelings of self-worth and self-identification have been achieved by many students.
2. In some cases, students' families were influenced to remain in the community rather than migrate.
3. Communication and rapport with school figures were more easily established.

AIDES:

1. The aides' salaries frequently were the determining factor in keeping siblings in school, as they provided money for clothes, lunches and other school needs.
2. Aides were often influenced to further their own education.

3. Aides gained knowledge of the benefits their children could derive from education and they conveyed this knowledge to other families.

TEACHERS:

1. Often realize the need for aides to assist in classroom.
2. Would like to be on aide-training planning committees.
3. They see a direct correlation between an aide's formal preparation and her ability to communicate and work with children.

COMMUNITY:

1. There was better communication between students and homes and more parental involvement in schools.
2. Gained knowledge of benefits their children could derive from education.
3. Aides often enlisted talents of community peers.

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